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ABSTRACT

An informal workplace literacy self-test was developed to enable employees to assess their math and reading skills and decide whether to enroll in appropriate literacy programs. The math section of the test consisted of 15 questions; the reading section consisted of 10 questions. The test was quick, confidential, self-administered, and self-scoring. The self-test was field tested at an open house at a local manufacturing company. An anonymous survey that consisted of a 10-question evaluation was designed to accompany the test; copies were sent to six local adult literacy professionals for their review. The effectiveness of the test was not evaluated because the time frame of the grant did not coincide with the establishment of workplace literacy programs. (An 18-item bibliography and the survey are appended. The report is accompanied by a packet which consists of the workplace literacy self-test, directions, and answer sheet and a guide for employers. The self-test includes a reading section with 10 questions to be answered following a paragraph and a math section with 15 problems. An answer key for self-scoring is also provided. The guide for employers outlines the purpose, advantages, and outcomes of the self-assessment test, describes the contents of the test, and provides directions for using the test.) (YLB)

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ED 376 370

Contract #98-4017
Pennsylvania Department of Education

Final Report
Workplace Literacy Self-Test

Point Yourself in the Right Direction

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Concept by:
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WORKPLACE LITERACY SELF-TEST

POINT YOURSELF IN THE RIGHT DIRECTION

FINAL REPORT

By: Maureen Cort and Nancy Disario
Researchers/Writers

Concept by: Dr. Manuel A. Gonzalez
Director of Adult Literacy NCC

July 1, 1993 - June 30, 1994

Funded as a Section 353 Project
#98-4017 for $5000
By the Pennsylvania Department of Education
Harrisburg, Pennsylvania

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WORKPLACE LITERACY SELF-TEST

POINT YOURSELF IN THE RIGHT DIRECTION

U.S. DEPARTMENT OF EDUCATION/PA. DEPARTMENT OF EDUCATION
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WORKPLACE LITERACY SELF-TEST
POINT YOURSELF IN THE RIGHT DIRECTION

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D. ABSTRACT PAGE

Title: Workplace Literacy Self-Test
Project No.: 98-4017 **Funding:** PA. Dept. of Education
Project Director: Dr. Manuel A. Gonzalez **Phone No.:** (610) 861-5073
Maureen Cort (610) 861-5073
Contact Persons: Nancy Disario **Phone Nos.:** (610) 861-5073
Agency Address: Northampton Community College, Adult Literacy Department, 3835 Green Pond Road, Bethlehem, PA. 18017-7599

Purpose: An informal workplace literacy self-test was developed for employees in order to facilitate the enrollment of workers in appropriate literacy programs.

Procedures: A self-test was developed to enable the employee to assess his/her math and reading skills. The math section of the test consists of 15 questions and the reading section consists of 10 questions. The test is quick, confidential, self-administered, and self-scoring.

Summary of Findings: In order to evaluate the effectiveness of the self-test, it was field-tested at an open house at a local manufacturing company. Due to the nature of the test, it was not returned by the employee, but an anonymous survey was designed to accompany the test. This survey consisted of a 10 question evaluation. A stamped self-addressed envelop was provided. In addition, copies of the test were sent to six local adult literacy professionals for their review "evaluation."

Comments: Though the overall objectives of the grant were achieved with the development of the self-test and the accompanying manual for the employer's use, it was not possible to evaluate the effectiveness of the tool at this point for the following reasons. 1) The time frame of the grant did not coincide with the establishment of workplace literacy programs supported by NCC. 2) The company where the self-test was field-tested did not develop a workplace literacy program due to internal problems and situations.

Products:
1. A packet which consists of the Workplace Literacy Self-test, directions and answer sheet.
    A. a reading section - 10 questions to be answered following a paragraph
    B. a math section - 15 problems
2. A Guide for Employers

Descriptors: (To be completed only by Bureau staff):

E. INTRODUCTION

1. Purposes and objectives:

The traditional recruitment of students for workplace literacy in their place of employment is never an easy task for two reasons: (1) Many workers misdiagnose the extent of their literacy deficits and are hesitant to seek assistance in determining their level of literacy/numeracy skills; (2) employee literacy instructional programs are not always equipped to accurately assess the employees' individual literacy needs, resulting in student frustration and attrition when placed at an inappropriate instructional level. In order to facilitate the enrollment and successful placement in local literacy programs, a workplace literacy self-test was developed.

A similar "self-test" has been employed by the Northampton Community College Math Lab, a site offering college students remedial math courses, since 1985. The math self-test has been found to provide the instructor and student with a convenient, accurate and informative tool in properly addressing students' instructional needs. It has been determined that student success level, confidence, and attendance rate has been positively affected by proper initial skill assessment through a self-test.

2. Time frame:

Phase I. September - November

This phase consisted of the following research:

1. Textbooks and ERIC documents at Lehigh University, NCC Library, and NCC Math Lab
2. Phone contacts:
   (a) Penn State University Institute for the Study of Adult Literacy
   (b) American Society for Training and Development
   (c) U.S. Department of Labor, Employment & Training
   (d) U.S. Department of Education Division of Adult Literacy
3. Consultations with various professionals in the field of Adult Literacy

Phase II. December

1. Developed format of the self-test
2. Designed questions for self-test
3. Developed employers' manual
4. Designed with graphics at NCC - cover and test packet
5. Wrote letter to Amsco Co. - requesting copyright permission for reprinting portion of reading passage

Phase III. January

1. Field tested self-test
2. Designed an anonymous survey for employees to critique the self-test
3. Requested local literacy providers to review the test and offer suggestions and recommendations

Phase IV. February - March

1. Analyzed data from field test surveys
2. Compiled data from literacy providers
3. Revised test

Phase V. April - May

1. Wrote final report
2. Produced final test form

---

3. Staff and Cooperating Companies and Key Personnel:

---

1. Dr. Manuel A. Gonzalez
   Director of Adult Literacy
   Northampton Community College
2. Teresa Marks
   Workforce Coordinator
   Northampton Community College
3. Terri Keefe
   Workforce Counselor
   Northampton Community College
4. Dr. Judith Rance-Roney
   Director of ESL Instruction
   Lehigh University
   Bethlehem, PA.

5. Jane Ditmars
   Director of Tri-Valley Literacy
   Lehigh University
   Bethlehem, PA.

6. Kent Zimmerman
   Center for Business & Industry
   Northampton Community College

7. Joan McMahon
   Workforce Educator/Researcher/Writer
   Southborough, Mass.

8. Northampton Community College Math Lab
   Northampton Community College

9. J & J Flock Products, Inc.
   Easton, PA.

10. Advance
    Department of Education
    Harrisburg, PA.

11. Local Workforce Teachers

---

4. Audience:

Employers and employees throughout the Commonwealth will benefit from this product.

A guide for employers and self-test "Point Yourself in the Right Direction" consists of a packet which contains two distinct parts.

The first section is a manual directed to the employers of a company, with directions on the administration of the test.

The second section is a copy of the self-test assessment, that the employer will duplicate for his employees.

Through ADVANCE, this self-assessment packet will be made available to companies and literacy providers throughout the Commonwealth.

---

5. Pertinent addresses:

The guide for employers and a copy of the self-test **"Point Yourself in the Right Direction"** were submitted to:

Commonwealth of Pennsylvania, Department of Education
Division of Adult Basic Literacy Education
333 Market Street
Harrisburg, PA. 17126-0333 Phone #: 717-787-5532

Permanent copies will be filed at Advance:

PDE Resource Center
333 Market Street
Harrisburg, PA. 17126-0333 Phone #: 717-783-9192

F. Body Of The Report

1. Statement of the problem:

"A self-assessment survey is important because its implicit message to the student is: given an opportunity, I believe that you have the resources to be able to identify potential problem areas yourself. With this knowledge, you will be able to communicate your needs, and seek solutions."[1]

Research indicates that no informal workplace self-test was designed to be used by employees within a company. A test is needed that can help recruit, diagnose, evaluate and place employees in an appropriate academic program.

(1) Impact: Advising Makes the Difference. Chando, Carl M. Eric; rpt. item ED 221090: (Oct. 78)

2. Goals and Objectives:

The goal of this project was to develop a confidential self-test for use in the workplace. This test will facilitate the enrollment of workers in appropriate state workplace literacy programs.

A self-test was developed to enable the employee to determine whether or not he needs remedial help in basic academic skills. Often, literacy classes are offered within a company but employees don't realize that they need help. By taking a self-test, employees can check their own math and reading skills. The test also helps insure proper placement in an academic program that is consistent with the employee's ability level.

The self-test is confidential and self-scoring. An employee can feel at ease about taking the test, and he does not have to fear negative repercussions concerning his job. By being confidential, an employee can be empowered to communicate his needs and seek solutions. A self-test removes the fear of test taking because no one knows the employee is taking the test, nor will anyone see his scores.

The final product of this project is a packet for employers which contains two items. First, **"A Guide for Employers"** was designed to help employers understand how to use the self-test for their employees. It includes the

rationale for the test, contents of the test, and directions for using the test. Secondly, a copy of the self-test entitled **"Point Yourself in the Right Direction"** is included which can be duplicated by the company.

It is hoped that the numbers of employees recruited into workforce literacy programs will increase by using the self-test. It can be an excellent recruitment tool if used properly.

---

3. Procedures of the Project:

Before designing the self-test, extensive research was conducted in the following areas:

- the value of self-assessment tests
- the format and design of self-tests
- the rationale for self-tests
- the areas to be tested
- the methods of disbursement
- the evaluation procedures
- the history of self-assessment tests

Research was conducted at Lehigh University, Northampton Community College Library and the Northampton Community College Math Lab. Various contacts were made, and interviews were held with adult literacy professionals.

After the research was completed, the format of the test was developed. The test was designed and written by the researchers/writers. Graphics at NCC aided in the design of

the cover for the packet, which contained a guide for employers, the self-test, and the final report.

In the packet entitled **"A Guide for Employers - Point Yourself in the Right Direction"** are two distinct sections:

1. **"A Guide for Employers"** - a two page explanation of the rationale for the test, contents of test, and directions for using the test
2. The self-test **"Point Yourself in the Right Direction"** This is a five page test which includes:
   1) Rationale and directions
   2) Math self-test consisting of 15 questions
   3) Reading self-test consisting of 10 questions
   4) Answer key
   5) Contact persons and phone numbers.

The cover color of the self-test was chosen to coordinate with a previous 353 project #981026, **"Moving The Worker Into The Classroom."** Both tools can be used simultaneously when recruiting at the workplace.

The general design of this project was to develop a test which consists of math and reading questions. The test will be made available to all workers who are interested in self-diagnosing their academic strengths and weaknesses. This informal assessment will be used as a recruitment tool. The test is self-administered and self-scored. This assessment

will also determine the necessary level of involvement in a literacy program. A guide for employers accompanies the test.

The self-test was field tested at an open house by the Adult Literacy Department of Northampton Community College. The self-test was distributed to all interested employees at a small manufacturing company. The test is a confidential assessment, therefore, it wasn't returned by the employees.

In order to get feed back from the test-takers, the writer/researchers designed an anonymous survey which accompanied the test. It was a ten question evaluation of the self-test. (see Attachment A) A stamped self-addressed envelope was provided to be returned to the writers/researchers.

Should additional employees request the self-test, copies of additional tests were left with the employer.

Copies of the self-test packet were mailed to six (6) adult literacy professionals for their review and evaluation. Comments were considered and minor revisions were made in the employer's guide and self-test. (see Attachment B)

---

4. Which objectives were met and how (positive results)?

The main objective of this project was to develop a confidential self-test for use in the workplace. This objective was achieved in the publication of a packet which

contained two parts: an employer's guide and a workplace self-test.

This recruitment tool will help properly assess the employee's current skill level and suggest appropriate instruction.

---

5. Which objectives were not met and why (negative results)?

Although the overall goals were accomplished with the development of a self-test packet, some of the objectives were not met.

We were not able to prove by June 1994 that employees recruited into the literacy program would increase by 25% through the usage of this test. The test was field tested at only one company for recruitment purposes. The time frame of the grant did not coincide with the establishment of workplace literacy programs through the Adult Literacy Department of NCC. The workplace literacy programs began at company sites before the self-test was developed and finalized. Classes began in the fall of 1993 and the self-test was not developed until January 1994. One company showed interest in developing a workplace literacy program in January which enabled the test to be field tested. It was not, therefore, possible to have a company as a control group.

As the grant progressed, secondary objectives were developed by the writers. After the test was field tested, an anonymous questionnaire was given to the test takers with a stamped self-addressed envelope which was to be returned to the writers/researchers. Unfortunately only one survey was returned. (see Attachment C)

The company where the self-test was field tested did not establish a workforce literacy program for its employees. The employees did demonstrate an interest in attending classes, but for several reasons they were unable to do so. The employees' workshift was extended to twelve hour shifts, and the company would not give release time to employees to attend class. It was, therefore, not possible to establish a link between enrollment in a class and a self-test because the class was not instituted.

---

6. The evaluation instruments/techniques and results:

Two evaluation techniques were used. After the writer/researchers developed the test, it was distributed to literacy professionals for their evaluation and recommendations. We received both oral and written responses. (see Attachment B) The responses were generally positive and enthusiastic. All evaluators felt this was an innovative approach to a much needed technique for

recruitment in the workplace. Several minor changes were suggested in format and content, which were implemented by the writers/researchers.

The second evaluation technique that was used was an anonymous questionnaire given to the test takers for their evaluation and recommendations. Only one survey was returned. (see Attachment C) Although the writers/ researchers were disappointed in the number of evaluations received from the test takers, the feedback received was positive.

Additional feedback and evaluation was received from a variety of experts in the field of adult literacy. We had on-going contact with adult literacy program directors, adult literacy instructors and administrators, workforce literacy instructors, and the Dean of Community Education at Northampton Community College.

---

7. Procedure for distribution of findings and the products.

This 353 Grant resulted in the development of a workplace self-test, a manual for employers and the final report.

This self-test packet will be available to local companies who are interested in developing workplace literacy programs through the Northampton Community College Adult

Literacy Department. It will be used as a recruitment tool along with the handbook, **"Moving the Worker into the Classroom"** (Grant 353 #981026).

Tri-Valley Literacy Council will distribute the test packet to the Region 7 literacy providers. Tri-Valley will publicize the availability of this packet.

Literacy providers throughout the state will be advised of the availability of this self-assessment packet by ADVANCE -the Adult Education Resource Center of the Pennsylvania Department of Education in Harrisburg.

If requested, the researchers/writers will present this project at local workshops and in-services and/or PAACE.

The Center for Business & Industry at Northampton Community College may use the test packet if it is deemed appropriate at a test site.

G. CONCLUSIONS AND RECOMMENDATIONS:

It was determined through research that there was a definite need for a workplace self-test. The test should be confidential, anonymous, quick, and self-scoring. If administered appropriately, this test should help an individual determine whether or not further skill development is necessary, which hopefully would lead to enrollment in a workplace literacy class.

It is recommended that the employers who use this self-test packet, carefully follow the guidelines for using the test. This will insure a non-threatening comfortable test environment, which will encourage the test taker to determine whether or not enrollment in a class is indicated. It is also recommended that this self-test be widely used throughout the state by literacy providers in recruiting employees to participate in workplace literacy programs.

It is recommended that the self-test be used in conjunction with PDE 353 # 981026 **"Moving the Worker into the Classroom"** as a total recruitment strategy.

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ATTACHMENT A

After you complete the "do-it-yourself" check of reading and math skills, please answer the following questions:

1. Did you like the idea of taking a confidential self-test to determine if you need help with reading or math skills?
   _____yes _____no

2. Was the test
   _____ too long?
   _____ too short?
   _____ just right?

3. Did you enjoy taking this test?
   _____yes _____no

4. Will you sign up for a class after you take the test?
   _____yes _____no

5. If not, why? _____test showed my skills were fine
   _____classes weren't available
   _____time isn't good
   _____not interested
   _____other_____

6. Were the directions clear?
   _____yes _____no

7. Was there enough space to do the math problems?
   _____yes _____no

8. Was the reading passage easy to understand?
   _____yes _____no

9. Did you find the reading passage interesting?
   _____yes _____no

10. Was it easy to check your math and reading answers?
    _____yes _____no

Do you have any other comments or suggestions about the test?

ATTACHMENT B

memo

TO: Maureen Cort, Nancy Disario

FROM: Kent Zimmerman
Director, Technical Training, CBI

DATE: 2/23/94

RE: Comments on the Workplace self-assessment test.

The Workplace Self Assessment test addresses a critical problem that area businesses face - that is, how to successfully identify individuals who require an upgrade in basic skills in a non-threatening manner. In my work in providing technical training to business and industry, the first hurdle to overcome is ensuring that employees are prepared for the training curriculum (ie. ability to read the materials and handle the math applications). The employee is often fearful that the employer will learn of his/her particular weaknesses and use it to screen them from upcoming opportunities or even the present position. Additionally, once an employee has publicly entered an adult literacy program, ridicule from some of his/her peers is not only another fear, but also a reality.

This assessment eliminates the "public" element involved in identifying basic skills needs and the next step of remediation. It minimizes the fear that an employer will know specifically what weaknesses are present and that other employees would know that remediation is taking place. It places far more control of the action steps in the hands of the employee which helps to foster commitment towards completing the basic skills education. I strongly support the use of this tool in improving individual awareness of and commitment to basic skills remediation in the workplace.

I think it would be useful to include some brief connection between the demands of future job responsibilities in an ever increasing technological environment and the importance of this training as a first step in being prepared to meet those challenges. It serves as a reminder that the status quo just doesn't work any longer.

Other than a few word choices in the employers guide, the tool looks fine.

ATTACHMENT C

After you complete the "do-it-yourself" check of reading and math skills, please answer the following questions:

1. Did you like the idea of taking a confidential self-test to determine if you need help with reading or math skills?
   ✓ yes _____ no

2. Was the test
   _____ too long?
   _____ too short?
   ✓ just right?

3. Did you enjoy taking this test?
   ✓ yes _____ no

4. Will you sign up for a class after you take the test?
   ✓ yes _____ no

5. If not, why?
   _____ test showed my skills were fine
   _____ classes weren't available
   _____ time isn't good
   _____ not interested
   _____ other_____

6. Were the directions clear?
   ✓ yes _____ no

7. Was there enough space to do the math problems?
   ✓ yes _____ no

8. Was the reading passage easy to understand?
   ✓ yes _____ no

9. Did you find the reading passage interesting?
   ✓ yes _____ no

10. Was it easy to check your math and reading answers?
    ✓ yes _____ no

Do you have any other comments or suggestions about the test?
It wasn't really difficult but it shows that we do forget what we have learned.

Contract #98-4017
Pennsylvania Department of Education

A Guide for Employers
Point Yourself in the Right Direction

How to use the "do-it-yourself" check of reading and math skills for your employees

Written by:
Maureen Cort
Nancy Disario

Concept by:
Dr. Manuel A. Gonzalez

Northampton Community College

A GUIDE FOR EMPLOYERS

I. RATIONALE FOR THE WORKPLACE SELF-ASSESSMENT TEST:

Purpose:

- to identify the employee's own strengths and weaknesses in the areas of math and reading - "*to take one's own temperature*"
- to provide a clarification of personal goals
- to select an appropriate path to meet those goals
- to communicate a need for help and to seek solutions

Advantages:

- confidential
- quick
- immediate evaluation of performance

Outcomes:

- provides a positive experience
- determines an employee's current math and reading ability
- determines if an employee's skills are adequate for job performance
- creates the employee's awareness to seek help in order to improve his skills
- guides students to voluntary participation in a remedial program
- provides heightened sense of ability to succeed

II. CONTENTS OF THE SELF-ASSESSMENT TEST:

This test consists of 5 pages.

Page 1 - Purpose of the test and directions

Page 2 - Math Self-Test - includes 15 problems which test for basic whole number operations (+, −, ×, ÷), fractions, decimals and percents, and simple algebra and geometry

Page 3 & 4 - Reading Self-Test - includes a reading passage with 10 questions that test for reading comprehension and grammar and usage (punctuation, capitalization, tense agreement, vocabulary)

Page 5 - Answer Key - The answers are provided for the employee to check results. The employee will see if and where help is needed in math and reading skills. A contact person and phone number is listed on the bottom of the page for the employee to call for information regarding classes that may be provided through the company.

III. DIRECTIONS FOR USING THE SELF-ASSESSMENT TEST:

A. Provide the opportunity for each employee to have access to this test. Here are some suggestions for disbursement of the self-assessment test.

1. The test can be handed out by supervisors, union officials, or human resources personnel.

2. If there is an open house with information about the classes, the self-assessment test should be made available at this time to the employees.

3. The test can be advertised in an employee newsletter, flyer, pamphlet or poster with information on the location of the test.

B. Stress that this is a confidential, self-graded test. No one will see the results except the employee himself.

C. Indicate on the last page of the test who the employee should contact regarding the availability of classes. Include a phone number. Possible contact persons from your company could be:

1. Human resource personnel
2. Supervisors or managers
3. Union officials
4. Training personnel
5. The literacy provider for your company (i.e., the local community college)

Contract #98-4017
Pennsylvania Department of Education

Point Yourself in the Right Direction

A "do-it-yourself" check of your reading and math skills

Written by:
Maureen Cort
Nancy Disario

Concept by:
Dr. Manuel A. Gonzalez

Northampton Community College

WHY TAKE THIS TEST?

The purpose of this "do-it-yourself" check is to see how well you know your math and reading skills. If you find you need help in either area, classes may be provided by your employer. You are the only one to see the results of this test.

DIRECTIONS

1. Do your best and take your time to answer the questions on pages 2, 3 and 4.
2. When you are finished, check page 5 for the correct answers.
3. After you check your answers, read the information on the right-hand side of the answer page. This will help you determine your strengths and weaknesses.
4. Refer to the person's name and phone number on the bottom of the answer sheet for information about classes.

MATH SELF-TEST

1. $\begin{array}{r} 35 \\ +\ 21 \\ \hline \end{array}$

2. $\begin{array}{r} 506 \\ 98 \\ +\ 427 \\ \hline \end{array}$

3. $\begin{array}{r} 40{,}000 \\ -\ 3{,}892 \\ \hline \end{array}$

4. $\begin{array}{r} 4080 \\ \times 709 \\ \hline \end{array}$

5. $30\overline{)510}$

6. $1.36\overline{)5.1}$

7. $\frac{1}{8} + \frac{5}{12} =$

8. $9 \div \frac{3}{5} =$

9. $\begin{array}{r} 4.85 \\ \times 0.05 \\ \hline \end{array}$

10. 45 is what % of 300?

11. $3^4 =$

12. Solve for x
$3x + 2 = 4x - 1$

13. Eight times a number plus 9 is equal to 73. What is the number?

14. What is the area of a rectangle that has a length of 15 inches and a width of 30 inches?

15. What is the circumference of a circular swimming pool that has a radius of 7 feet?

READING SELF-TEST

Carefully read the passage and answer the ten questions/statements. Answer each item by placing a check mark in front of the correst response.

"Do you want the job?" the interviewer asks. "You'll have to take care of 16 acres of lawn. You'll also have to care for 600 trees and hundreds of shrubs."

"That's all?" you ask.

"No. There's more. You'll have to tend two large gardens filled with flowering plants."

Just as you start to say, "No, thanks," the interviewer adds, "You won't have to do all the work yourself. You'll have a staff of 13, including gardeners, electricians, and janitors."

You respond, "That's better."

The interviewer says, "You'll have millions of people to check your skill. You'll be in charge of the White House lawn in washington, d.c."

Actually, the job is already filled. The person in charge of the White House lawn is Mike Lawn. That's his real name, *Lawn*, which seems highly appropriate for his duties. Still, he has to spend about 40 percent of his time working at a desk. He can't wait to get outside and work along with his gardeners'. The job isn't easy. He has to fight the same battles that homeowners face. Like home gardeners, he is bothered by fungi, insects, and drying out of the White House lawn. He provides fertilizer three times a year and soaks the ground in the growing season. Mike Lawn takes pride in his work and gets a lot of satisfaction from it.

If you visit the White House, be sure to notice the White House lawn and gardens.

Source: H. I. Christ, Building Power in Reading, 1992, Amsco Publications, New York, New York 10013.

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1. The number of people on Mike Lawn's staff is

    ____A. none
    ____B. 13
    ____C. 40
    ____D. not mentioned

2. Mike Lawn most enjoys

    ____A. working with his gardeners
    ____B. sitting at his desk
    ____C. soaking the ground in the growing season
    ____D. winning the fight against insects

3. According to the passage, the two gardens are

____A. heavily planted with trees
____B. filled with flowering plants
____C. covered with grass
____D. located far from the lawn area

4. Mike Lawn applies fertilizer to the White House lawn

____A. every other day
____B. when the lawn is dried out
____C. when he is not too busy
____D. three times a year

5. Which of the following sentences best expresses the main idea of the passage?
____A. Mike Lawn is an employee of the U.S. government.
____B. All lawns take a lot of work.
____C. Mike Lawn has the perfect name because he works on lawns.
____D. The White House lawn demands a lot of attention.

6. In the passage, the word "appropriate" means
____A. unfair
____B. misleading
____C. correct/right
____D. coincidental

7. In the following sentence what correction should be made?
You'll be in charge of the White House lawn in washington, d.c."
____A. omit comma after "washington"
____B. capitalize washington, d.c.
____C. write out completely, you will, instead of you'll
____D. no correction is needed

8. In the following sentence what correction should be made? Mike Lawn will take pride in his work and gets lots of satisfaction from it.
____A. change will take pride to has taken pride
____B. change will take pride to takes pride
____C. change will take pride to took pride
____D. no correction is needed

9. In the following sentence what correction should be made? He can't wait to get outside and work along with his gardeners'.
____A. replace cannot for can't
____B. change gardeners' to gardeners
____C. change the subject from he to they
____D. no correction is needed

10. Which of the following best describes Mike Lawn's feelings about the job.
____A. depressed
____B. optimistic
____C. fulfilled
____D. outraged

ANSWER KEY

MATH SELF-TEST

1. 56
2. 1031
3. 36, 108
4. 2, 892, 720
5. 17
6. 3.75
7. 13/24
8. 15
9. .2425
10. 15
11. 81
12. 3
13. 8
14. 450 sq. in.
15. 44 feet

If you had any answers wrong in #1-5, you may need help with basic whole numbers (+, −, ×, ÷).

If you had any answers wrong in #6-10, you may need help with fractions, decimals, and percents.

If you had any answers wrong in #11-15, you may need help with higher level math (Algebra and Geometry).

READING SELF-TEST

1. B
2. A
3. B
4. D
5. D
6. C
7. B
8. B
9. B
10. C

If you had any answers wrong in #1-5, you may need help with reading comprehension skills.

If you had any answers wrong in #6-10, you may need help with grammar and usage (punctuation, capitalization, tense agreement and vocabulary).

If this "do-it-yourself" test has shown that you need instruction in math or reading, contact _____ at phone number _____ for more information about classes that may be available.

Should you do well on this test you still might want to consider continuing your education for further skill improvement.